

First cycle and second cycle syllabus guidelines at Stockholm University of the Arts

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1. Introduction

The first cycle and second cycle syllabus guidelines at Stockholm University of the Arts are determined by the Board of Education and Research (NUF) on the X March 2020.

The guidelines were designed to establish a regulatory framework and to support the syllabus writing process. The purpose of common guidelines is that the Stockholm University of the Arts (SKH) syllabus having a common structure that is clear to staff and students alike.

The syllabus is an important part of the University's pedagogical governance of its activities. The syllabus governs the content, design, and examination processes of the courses, and must have its basis in the University's objectives and strategies for the education.

The syllabus is a legally binding document that the University must comply with. By complying with the syllabus, the University contributes to the legal certainty of its students.

The aspects of equality and equal opportunities must be observed when developing a syllabus.

The guidelines include a course specification used when revising and establishing a syllabus, as well as forming the basis from which decisions are made in committees. The supporting documents will be sent back for reconsideration to the department if the template is incorrectly filled out and if it does not have a list of study resources.

In addition to the guidelines, there is a guide for filling out the template.

2. Schedule for preparations and decision-making

The general schedule for preparations and decision-making regarding the syllabus:

- The schedule is set at the beginning of the calendar year for the following academic year.
- In a department, the establishment and revision of the syllabus is *prepared* for decision-making in the relevant committee for the coming academic year.
- Applications for the establishment and revision of syllabus for the coming academic year are *processed* ahead of decisions in the relevant committee.
- the syllabus for courses to be given in the coming academic year shall be established in accordance with "Tidplan för kursplanearbete ny utskottsorganisation" (Schedule for new course syllable planning committee organisation), Ref no Uniarts 2020/252/3.1.1.

3. Determination or revision of the course

The syllabus is established in Swedish. For courses given with English stated as the teaching language, the syllabus should be translated into English after the decision-making-process.

A new course, or a resumed discontinued course, is established according to The Guidelines for the syllabus. Established courses where any of the following changes are made shall also be reestablished:

- course name¹ in Swedish or English, scope, education level, subject group, grading scale, eligibility, field of study,
- changes in names, scope, or examination in the scored test/part/module, or
- learning outcomes or examination/examination type.

Revisions can be made when changing data that is not listed above or editorial in nature.

A revision cannot be made after the announcement of an independent course/registration on a course within a programme for less than that the revision is approved by the accepted students taking the current course. This applies to programme courses as well as independent courses. In such cases, the students approval must be documented and registered.

The exception is that the list of study resources must be determined in accordance with “Tidplan för kursplanearbete ny utskottsorganisation” (Schedule for new course syllble planning committee organisation), Ref no Uniarts 2020/252/3.1.1.

4. File name

A determined or revised syllabus must be published on Uniarts’ internal network. The file name shall be formatted as follows: KP course code, course name including credits. In cases of courses taught in English, the same principle applies for file names when publishing, but with the English course name i.e.: KP course code, course name translated into English, X credits.

5. BASIC DATA

The *basic data* is the data required to create a syllabus (the name of the course and the contents of the first table in the syllabus template). Additional information about the course content is then added, see *description data*² below.

5.1 Course name, numbering, and scope

The name of the course should be provided in Swedish and English and should reflect the content of the course. The scope of the course should be made apparent in the name. If the course is given within a programme, the course name and scope are given in the programme syllabus. Course names can contain a maximum of 120 characters including spaces, but should be kept short.

The scope of the course must be stated through the number of credits it covers. Indicated by a maximum of one decimal.

¹ The names of programme courses are specified in the programme syllabus and cannot be altered by anything less than a revision of the education plan.

² See heading 5 below.

A course within a programme must be set at a minimum of 7.5 credits. Exceptions to this can be made in specific cases such as in cooperation with other higher education institutions.

When translating course names into English, accuracy with a correct translation is required, especially with regard to lowercase/capital letters. Uniarts has access to translators for when such services are needed. Credits in English are indicated by a period, e.g. 7.5 credits.

For course names that are subject to numerical order, such as, Rhythmics 1, Rhythmics 2, etc., the course name should not include Arabic numerals. The roman numerical series I, II, IV, etc. should be used.

5.2 Course Code

Assigned on the basis of Rules of Procedure for Ladok (Ref no Uniarts 2020/193/1.2.4).

5.3 Department

A course always belongs to a department. Affiliation requirements must be indicated in the syllabus.

5.4 Grading scale

The grading scale for the course is determined through a decision-making-process and documented in the study documentation system Ladok.

At Uniarts, the grading scale for first-cycle and second-cycle courses shall be: Fail (U) – Pass (G) - VG (Pass with distinction).

For an individual course, a decision may be made to apply the grade scale Fail (U) – Pass (G).

The decision on the course's grading scale is established in the syllabus after a recommendation from the Head of Department.

If a multi-row (more than two rows) grading scale is being applied, the number of module results (examinations and modules) that should have e.g. VG for the full course grade being VG needs to be specified.

All examinations must be at least Passed to receive a course grade.

5.5 Education

The syllabus must state the form of education applied to independent course or programme course. The same course can be taught both within a programme and as an independent course. An elective course always refers to a programme course but the course can also be advertised as an independent course.

5.6 Programme Level

Each course belongs to

- first-cycle level,
- first-cycle level, not beginners or
- second cycle level.

5.7 Subject group

Each course shall be classified in accordance with Statistics Sweden's subject group affiliation. A course can only belong to one subject group, but courses within the same subject can be classified within different subject groups.

Classification within subject groups at Uniarts:

Subject group code	Subject group
CI1	Circus
DA2	Dance
FM1	Film
KO2	Choreography
MC1	Music drama stage production and performance
RE1	Directing
SM1	Performing Arts and Media
TF9	Other in theatre, film, and dance

5.8 Disciplinary domain

Each course is classified as belonging to a field of study. The field of study to which a course should belong is determined by the content of the course and affects the compensation the university receives from the state for the course.

“Riktlinjer för klassificering av kurser med avseende på ett eller flera utbildningsområden” (Guidelines for the classification of courses in one or more fields of study) (Ref no Uniarts 2020/298/1.2.4) describe the principles for the normal classification of courses as belonging to one or more fields of study.

5.9 Main area

Uniarts's educational programmes leading to different degrees in different main areas are:

	Degree of Bachelor of Fine Arts	Bachelor Degree	Degree of Master of Fine Arts (60 credits)	Degree of Master of Fine Arts (120 credits)
Circus	X			
Dance	X			
Dance pedagogy		X		
Choreography	X		X	X
Opera	X		X	X
Performing Arts and Media	X		X	X

A course can belong to one or multiple main fields of study, but does not have to be a part of any main field of study.

5.10 Successive level of depth

At Uniarts, the level of the course in relation to its degree requirements must be included.

Concerning teacher training, it ought to be the progression and gradual advancement of the program as a whole, and not progression in an individual topic, as stated.

Stated for each field of study according to:

(G=first-cycle level, A=second-cycle level, and E=degree/independent work)

G1N	course that only requires upper-secondary school entry requirements
G1F	course requiring less than 60 credits at a first-cycle level as entry requirements
G1E	course containing a specially designed degree work for a higher education qualification
G2F	course requiring a minimum of 60 credits at a first-cycle level as entry requirements
G2E	course requiring a minimum of 60 credits at a first-cycle level and including a degree project for a Bachelor's degree
GXX	course that cannot be classified
A1N	course requiring only a course/courses at a first-cycle level as entry requirements
A1F	course requiring a course/courses at a second-cycle level as entry requirements
A1E	course containing a degree project for a master's degree (60 credits)
A2E	course containing a degree project for a master's degree (120 credits)
AXX	course that cannot be classified

5.11 Enters into force from semester

The semester in which the syllabus/course is being taught for the first time.

6. DESCRIPTION DATA

This section describes the terms of the *description data* in the syllabus.

6.1 Eligibility

Eligibility is described as an entry requirement and a special requirement.

The eligibility specifies the prerequisite requirements. The requirements must be clear and impossible to misinterpret.

Exceptions to qualifying requirements can be made, see *Higher Education Ordinance (1993:100)*

Chapter 7, Section 3.

See also “*Antagningsordning för utbildning på grundnivå och avancerad nivå*” (*Admission regulations for first- and second- cycle education*) (Ref no: 2015/1446/1.2.3).

Basic eligibility - first and second cycle

Regulations regarding eligibility are outlined in the Higher Education Ordinance (1993:100).

Basic eligibility is stated in the course plan and does not need to be specified in the programme syllabus.

Regulations regarding eligibility to first-cycle education are outlined in Chapter 7, Sections 5-6 and Section 24 of the *Higher Education Ordinance (1993:100)*.

For basic eligibility to a second-cycle education, Chapter 7, Sections 28-30 applies.

Special eligibility - first and second-cycle studies

The requirements for special eligibility must be absolutely necessary for the student to be able to absorb the education.

For the first semester courses within a programme, the course syllabus sets out the same specific entry requirements as the programme.

For special eligibility for courses in subsequent semesters, enter "admitted to programme" as well as specific courses from previous semesters within the programme and which constitute absolutely necessary prior knowledge needed to pass the course. The specific eligibility for access to courses within programmes is an important indication of and drives progression in recurring educational parts within a programme. These eligibility requirements are not regulated by the Higher Education Ordinance (1993:100).

Regulations on special eligibility are set out in the Higher Education Ordinance (1993:100) and must always be followed. Provisions concerning special eligibility for admission to first-cycle education can be found in Chapter 7, Sections 8-11 and Section 25 and Sections 26-27 of the *Higher Education Ordinance (1993:100)*. For special eligibility to second-cycle education, Section 31 applies.

6.2 Selection

Selections³ are to be made only when the amount of eligible applicants outweigh the number of spots. Selection regulations for an education are set out in the *Higher Education Ordinance (1993:100)* and must always be followed. Provisions regarding selection can be found in the Chapter 7, Sections 12-23, and Sections 32-32a of the *Higher Education Ordinance (1993:100)*.

Information about selections for independent as well as elective courses shall be provided in the syllabus.

Programme courses

For compulsory courses within programmes, the university offers guaranteed admission as shown in the programme syllabus. This means that no selection is made for these courses. Selection is instead made with regard to the programme as a whole during the admission process. The selection of courses shall be clearly indicated in the course plan, and this is indicated in the programme syllabus for independent and elective courses within the programme.

However, elective courses may be subject to selection within programmes.

Independent course

For independent courses at first-cycle level aimed at beginners, the selection shall be made as specified in the Higher Education Ordinance (1993:100). The Swedish Council for Higher Education may allow a higher education institution to utilise a different spot allocation than what is outlined in Chapter 7, Section 13 of the *Higher Education Ordinance (1993:100)* and allocate the places on the basis of one or more of the selection criteria set out in Chapter 7, Section 12 of the *Higher Education Ordinance (1993:100)*. Consent shall relate to one or more specific admission sensitising occasions.

For independent courses at a first-cycle level aimed at non-beginners, and for independent courses at second-cycle level, the university may decide to use one or more of the selection criteria, Swedish Scholastic Aptitude Tests, SweSAT, and a locally determined selection basis.

6.3 Language of Instruction

If the language of instruction is Swedish, use the standard wording:

Swedish as the main language of instruction, other Scandinavian languages and English may be used on occasion.

If the language of instruction is English, use the standard wording: *English (as the primary language)*.

³ For more detailed criteria for selections – see “*Riktlinjer för urval till utbildning på grundnivå och avancerad nivå*” (*Guidelines for selection for education at first-cycle and second-cycle level*), Ref no Uniarts 2019/827/3.2.1

6.4 Course Content

The description of the course's content must be within the range of the stated intended learning outcomes and examinations. The content must not be the same text as the text used to describe the intended learning outcomes. The contents of the course in its entirety is fleshed out through a running text.

The content should be written from the order of the intended learning outcomes (chronologically) to clarify the connection between the intended learning outcomes and the content. In a programme course, the content needs to account for the course's role in the students progression within the programme in a descriptive manner.

6.5 Module

A course may have modules, though this is not a requirement. Module names should reflect the contents of the module. Intended learning outcomes should be distributed and be clearly visible in the module they are meant to achieve.

6.6 Teaching Forms and Teaching Structure

The teaching methods used in the course in question must be stated in the syllabus.

6.7 Intended Learning Outcomes

All intended learning outcomes must be fulfilled (passed) for a grade of Pass on the course. All intended learning outcomes must be possible to examine.

The intended learning outcomes are written as a *numbered list* with *lowercase* letters and no full stops after sentences, with exception to the last sentence.

If the course contains scored modules, the intended learning outcomes shall be divided and assigned to each respective module.

The forms of knowledge listed below shall be stated and serve as the starting point for the formulation of the intended learning outcomes:

Knowledge and understanding

Competence and skills

Judgment and approach

Programme course

The intended learning outcomes for the course must relate to the requirements for the current degree and level⁴.

The intended learning outcomes for the programme course must follow the learning outcome matrix which forms the basis for the establishment of the programme syllabus.

See appendix 2, Higher Education Ordinance (1993:100) (Qualifications Ordinance).

6.8 Examination

Through the examination, the examiner shall assess the student's performance in relation to the intended learning outcomes, and the examination must be designed in a manner allowing knowledge, understanding, skill, ability, assessment ability, and perception to be assessed in relation to the intended learning outcomes.

The course syllabus briefly accounts for the examinations in each module, stated:

- module code⁵,
- examination form,
- the scope of the examination in terms of credits,
- the examination description must state which intended learning outcomes are being examined, "Applies to intended learning outcome 1" etc.,
- the grading scales used (in accordance with the grading scales applied at Uniarts), and
- reexamination shall take place in the same manner as the original examination unless stated otherwise. Should the reexamination NOT be conducted in the same fashion as the original examination, it must be specified in the syllabus how a reexamination is to be carried out.

The examination form must be specified.

If a course has been discontinued or undergone major changes, the student should normally be guaranteed access to at least three examination opportunities (including the initial exam) for a period of at least one year based on the course's previous structure.

Additional information that is not directly binding or essential to examination elements should be clearly presented as such in the course syllabus.

6.9 Course evaluation

The template for the syllabus is preprinted: The course is evaluated in accordance with the *Guidelines for Course Evaluations (Ref no Uniarts 2018/375/3.1.3)* and they must be followed.

6.10 Transitional arrangements

If there are transitional arrangements, they are stated here.

This course replaces or overlaps with a previous course, i.e. if it is not possible to obtain a degree where this and a previous course are included. Names of previous courses are given by teachers. The course code is assigned by administrators.

Indicate when the transitional arrangements/provisions enter into force, and also the period during which they apply.

⁵ The examination for a course or module is referred to as a module in Ladok. A course can be divided into one or more modules. The modules i.e. modules (courses)/examinations are named with a four digit code, module code, with continuous chronological numbering: 1001, 1002, 1003, etc.

6.11 Miscellaneous

This section specifies whether the number of examinations and traineeships or equivalent study periods to pass is limited. See Chapter 6. Section 21 of the *Higher Education Ordinance (1993:100)* and Chapter 1, Section 4 of the *Higher Education Act (1992:1434)*.

- If a course has been discontinued or undergone major changes, the student should normally be guaranteed access to at least three examination opportunities (including the initial exam) for a period of at least one year based on the course's previous structure. This text should appear in each syllabus under the heading Miscellaneous.

7. Study resources and decision dates for study resources

State which study resources will be used in the course. Study resources are listed as described [here](#).⁶

Reference study resources are supplemental teaching aids used to broaden or advance within a subject.

The list of study resources must be established in accordance with the establishment or revision of the course syllabus (see decision date for course syllabus under section 2 above) but can be revised. The list of study resources must be finalised in accordance with "Tidplan för kursplanarbete ny utskottsorganisation" (Schedule for new course syllable planning committee organisation), Ref no Uniarts 2020/252/3.1.1.

⁶ [https://stdh.sharepoint.com/sites/Praktiskinfo/Delade dokument/Forms/AllItems.aspx?id=%2Fsites%2FPraktiskinfo%2FDelade%20dokument%2FGuide%20till%20Harvard%2Dsystemet%2Epdf&parent=%2Fsites%2FPraktiskinfo%2FDelade%20dokument&p=true&originalPath=aHR0cHM6Ly9z](https://stdh.sharepoint.com/sites/Praktiskinfo/Delade%20dokument/Forms/AllItems.aspx?id=%2Fsites%2FPraktiskinfo%2FDelade%20dokument%2FGuide%20till%20Harvard%2Dsystemet%2Epdf&parent=%2Fsites%2FPraktiskinfo%2FDelade%20dokument&p=true&originalPath=aHR0cHM6Ly9z)